

DATA REPORTING DEFINITIONS

(In alphabetical order)

ACTION PLAN (AP) – The local plan that results from the annual evaluation of a Career and Technical Education program. The plan identifies activities, services, responsible party and timely to develop, support and improve the quality of the career and technical education program in achieving the State Adjusted Levels of Performance. The plan may be incorporated into the Basic Grant application using locally derived objectives or State-directed objectives in the case of a Program in Review. (See PROGRAM IN REVIEW)

APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM – Program approval is based upon the combined Performance Measures results for all district programs with the same program CIP code.

“Approved” and “active” program are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.ade.az.gov/cte/CurriculumFramework/> or in the “Codes and Titles” section of the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
2. Teaches all the State-designated program “standards” (See definition page 53 of this publication)
3. Specified on the current CTE Program List (See page 55 of this publication.)
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/Certification.asp>
5. Evaluates program performance annually (see page 37 of this publication) and meets or exceeds established State Performance Measures
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at <http://www.ade.az.gov/cte/guides/>*
7. Requires student participation and Career Exploration for grades 7-9
8. Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) – Arizona’s secondary graduation exam. The calculations of Concentrators are based on passing reading, writing and math.

ARTICULATION AGREEMENT – A written commitment between a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a sequence of achievement and linked through credit transfer agreements between the secondary and postsecondary institution holding the agreement.

ARTICULATED COURSE – An articulated course is one offered at the district of residence and which feeds into additional higher levels of courses in the same program offsite. An articulated course may also be defined as an entire sequence of courses delivered offsite.

ARTICULATED STUDENT – A student who attends an *alternate enrollment scenario* is one who attends CTE courses offered at another campus. A student may begin taking courses in a program at the school of residence and proceed to take additional levels of courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- Students enroll in a program or program option offered at a JTED Central Campus. Course and program enrollment, Concentrators and Placements are reported by the home school as articulated to the JTED Central Campus. All active programs will be reflected in the JTED's Central Campus Program Profile Table and the home school Program Profile Table. Courses will show at the home school as articulated to the JTED Central Campus. Feeder courses can be taught at the home school or JTED satellite school and will show on the Coherent Sequence as being taught at the home school or JTED satellite school.
- Students enroll in a program or program option offered at EVIT¹ Main Campus. Course and program enrollment, Concentrators and Placements are reported at the EVIT Main Campus. The programs will be active on the EVIT Program Profile Table, and the Coherent Sequence will show all courses being offered in each program at EVIT Main Campus.
- Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, Concentrators and Placements. All active programs will be reflected in the Program Profile Table of the school of residence. This program will show courses as articulated in the Coherent Sequence of Courses.
- Students enroll in a course at another high school campus. A school of residence offers some courses in that program, but sends the student to another campus for upper level courses. The school of residence reports course and program enrollment, Concentrators and Placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. This shared program will show courses being taught at the school of residence and courses articulated in the Coherent Sequence of Courses.
- Students enroll in a program not offered at the school of residence, but offered offsite. The school of attendance reports course and program enrollment, Concentrators and Placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

¹ Although EVIT is a JTED, it is different in that it has a Basic Grant and must provide data as it relates to The Perkins Act of 2006.

CAREER AND TECHNICAL EDUCATION (CTE) – Section 3(5) of the Perkins Act defines CTE as “organized educational activities” which:

“(A) offer a sequence of courses that—

(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include standards-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

CAREER AND TECHNICAL EDUCATION COURSE – A course within a planned CTE sequence that delivers Career Preparation standards. Course titles are located in the “Codes and Titles” section of the Handbook.

CAREER AND TECHNICAL EDUCATION PROGRAM – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. There are three types of CTE program standards: technical standards, foundation standards and employability standards. A program is directly related to preparing students for further education and careers in current and emerging professions. Approved and provisionally approved programs qualify to apply for State and Federal funding.

CARNEGIE UNIT – One unit of transcribed credit awarded in grades 7-12 for a minimum of 123 clock hours of instruction during the regular school year or 123 clock hours of instruction during summer school.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

CONCENTRATOR – A secondary student who transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

COOPERATIVE EDUCATION (COOP) / DIVERSIFIED COOPERATIVE EDUCATION (DCE) – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards.
- Supervised work-based learning based on state-designated Career Preparation program technical standards.

- Course equivalent to one Carnegie unit that addresses state-designated Career Preparation program standards must be included.
- Designed for students at least 16 years of age.
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer.
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the career preparation program competencies/standards that will be attained at the work site. It focuses on objectives, competencies/standards and tasks that students will attain prior to their evaluation.

Teachers are required to have appropriate program CTE certificate with a Cooperative Education Endorsement. Frequently asked questions on cooperative education are available at <http://www.ade.az.gov/cte/guides>. The resources located at <http://www.ade.az.gov/cte/guides/> provide numerous samples of signed training agreements suitable for cooperative education courses.

If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

Diversified Cooperative Education (DCE) has similar requirements as Cooperative Education; however, students enrolled in DCE represent multiple career preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education endorsement.

If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

COUNTY TYPE DISTRICT SCHOOL (CTDS) – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. For school CTDS information, contact the CTE Management Information Services Unit: Jet Wilson at (602) 542-5486, Della Hofer at (602) 542-5711, or Donna Kerwin (602) 542-7881.

COURSE CODE – The 8-digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

COURSE TITLE – The title for courses (8-digit number). The titles may be found in the CIP Codes and Titles list.

DISTRICT'S PLANNED SEQUENCE OF COURSES – The comprehensive coherent sequence of instruction designed to deliver all of the state-designated program standards for a CTE program. Local sequences are outlined in the district's application for Carl Perkins Basic Grant funds.

DUPLICATED COUNT – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

ESSENTIAL ELEMENTS – In order to be eligible for State and Federal funding, an approved program must have the following essential elements:

- Delivers a coherent sequence of instruction
- Teaches all the State-designated program standards
- Specified on the current CTE Program List
- Taught by an appropriately certified teacher per CTE certification requirements
- Evaluates program performance annually and meets or exceeds established State Performance Measures
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
- Requires student participation and Career Exploration for grades 7-9
- Requires Career and Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area

INACTIVE PROGRAM – A program on the Program Profile Table that is no longer offered or fails to meet the essential elements outlined in the definition of an approved program. The Program Profile Table identifies programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30	District Withdrawn
6/30	ADE Withdrawn

INTERNSHIP – A CTE Internship is a method of work-based training that connects classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and may offer paid or unpaid work experience.

CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires concurrent classroom learning. CTE Internships are designed for students who are classified as seniors (12th grade) and at least 16 years of age. They

require the teacher to have a valid CTE certificate in any program area. Additional information is available at: <http://www.ade.az.gov/cte/info/CTEInternship.doc>.

Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course, or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

LEAVE (LEFT) SECONDARY EDUCATION – Students reported as Concentrators will be compared to the SAIS Database and an end of year status will be copied from the SAIS Leave Code or End of Year Status to the Concentrator record:

2008-09 Leave Codes	
Codes	Description
E1, SE, SC, SA	Still in School
W3	Expelled
W4	Absence
W5, W12, W13, C, A	Dropout
W7, G	Graduated
W11	GED

*G = Graduated: Student completed course of study requirements and passed AIMS
C = Completed course of study requirements; did not pass AIMS
A = Attended, did not complete course of study requirements or pass AIMS
SE, SC, SA = Still in School Status*

Note: Students who reach Concentrator status may be entered into the system. When the student is reported to SAIS as having left school, this code will be copied into the Concentrator record and will be used to determine the record in the calculations of Performance Measures. Records reported before a student leaves school will be stored until the student leaves school at the end of a year.

LOCAL ADJUSTED LEVELS OF PERFORMANCE – Section 113(b)(4)(A) Local adjusted levels of performance for core indicators of performance.—

(i) In general—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum— “(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable and measurable; and “(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (see page 55)

A level for any Performance Measure which a district has the option to negotiate with ADE CTE if the district chooses not to accept the State Adjusted Level of Performance (SALP).

MINUTES PER WEEK – Funding is based on a minimum of 225 minutes per week per course.

NOTIFICATION OF INTENT (NOI) – The CTE Section has developed a *Notification of Intent* form used to notify the CTE Section when districts intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/Forms.asp>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option
- Introduce an existing program that has gone two consecutive years without course enrollment or
- Offer a program that has been previously disapproved

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as “Inactive” in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit Concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's Concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If an active program fails to provide the essential elements annually, the program and its funding will be declared inactive by CTE. The program moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Secondary Accountability Specialist, email Penny.Legge@azed.gov.

PERFORMANCE MEASURES – Set of measures based on Core Indicators identified in the Federal Perkins law, and approved by the Arizona State Board of Education, to measure student outcomes.

PLACEMENT – Graduated Concentrators are surveyed during the second quarter (October-December) following graduation in that reporting year in order to determine the data for state Placement funding and outcomes for Performance Measure 5S1. For the purposes of this Placement Performance Measure 5S1, a Concentrator is considered

"Placed" if that student is in postsecondary education or advanced training, employment, or military service in the reporting year. The Placement, for purposes of this Measure, need not be related to the student's high school CTE program. Concentrators who do not complete the program are not included in the Placement Performance Measure. (See PLACEMENT FUNDING and RELATED PLACEMENT.)

PLACEMENT FUNDING – Funding to districts generated by CTE Concentrators who have graduated. A district has two years to report Placements for funding purposes from the date that the program is made inactive. Their status will be verified by an appropriate survey response to ADE. Any of the following count for Placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program related position

PROGRAM – Coherent sequence of instruction, which delivers a set of prescribed State standards attributed to a specified instructional program.

PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE – Six-digit code which identifies the CTE program. Each CTE Program is based on content and numbering system called the Classification of Instructional Programs (CIP) which is updated every 10 years by the National Center for Education Statistics. CIP codes are crosswalked to Standard Occupation Classification (SOC) system which reflects over 1000 SOC occupations. Each have related labor market information such as openings, wages, and O*NET information.

PROGRAM PROFILE TABLE – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, Concentrators and Placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 19 for a more complete description.

Birth Date	Explanation
7/1/1995	The Default Birth Date for a program that reported Performance Measures in 1999 and enrollment in 2000/2001
7/1/20XX	Birth Date for a program

The Program Profile Table also identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30/XX	Inactive Date for a program

The Program Profile Table is available at <http://www.ade.az.gov/PerfMeasures/splash.asp>.

Select the Program Profile option under the Administrative section.

PROGRAM TITLE – Title of the CTE Program listed as provided in the Handbook.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Note: Beginning with SY2010-2011 all districts will be required to use the 1997 standards for reporting race and ethnic codes.

RELATED PLACEMENT – A related Placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated Concentrator student's high school CTE program. The Placement may be in postsecondary education or training, employment, or military service. A related Placement for any Concentrator earns funds paid from the State Block Grant.

SHARED DISTRICT INSTRUCTION (SDI) – Students that articulate from one school to another in the same district. (see **ARTICULATED STUDENT**). A student who attends another school in another district, or a community college or skill center. Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district for approved programs).

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL – All completed enrollment forms submitted to ADE must be signed and dated by the appropriate district superintendent or authorized official whose name is on file at ADE as authorized on the District Statement of Assurance. An "authorized official" may be the district or school Career and Technical director or another designee of the superintendent.

SPECIAL POPULATIONS – In order to provide specific federal data as required by the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. Students should be reported in categories based on documentation in the student's permanent record and/or using the district's student demographic database, such as SAIS. A student may be reported in only one Special Populations category. Report a student using the category most applicable to the student from this list of eligible groups:

- **Individuals with Disabilities (Handicapped)** – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:
 - A physical or mental impairment that substantially limits one or more of the major life activities of that individual
 - A record of such an impairment;
 - or being regarded as having such an impairment.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

- **LIMITED ENGLISH PROFICIENCY (LEP)** – A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:
 - Whose native language is not English or
 - Who lives in a family or community environment in which a language other than English is the dominant language.
- **ECONOMICALLY DISADVANTAGED** – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State ESEA plan). Examples of eligibility definitions include:
 - Annual income at or below the official poverty line
 - Eligibility for free school lunch
 - Eligibility for Aid to Families with Dependent Children or other public assistance programs and
 - Eligibility for participation in programs assisted under Title I of the WIA
- **SINGLE PARENT** – Any individual who:
 - Has custody and
 - Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

- **NONTRADITIONAL** – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on page 13.

A Concentrator who is identified as migrant in the State-operated Migrant Education Program will be flagged as migrant for federal reporting requirements, in addition to any other special population category.

- **MIGRANT** – Students of families who migrate to find work in the agricultural and fishing industries.

STATE ADJUSTED LEVEL OF PERFORMANCE (SALP) – A level of performance for any performance measure which ADE CTE will negotiate with the Office of Vocational and Adult Education (OVAE). ADE CTE will be held accountable to the new state level by OVAE. Districts will have the opportunity to accept the SALP for each measure, or negotiate a Local Adjusted Level of Performance (LALP).

STANDARDS – The three types of CTE program standards are foundation standards, employability standards and technical standards. The technical standards are used in assessing the attainment of technical skills. The Career Exploration and Career Preparation standards published in CTE curriculum frameworks are available from the CTE Section of ADE. The Career Preparation technical standards for each CTE program are used to document Career and Technical proficiency for Performance Measure 2S1 Technical Skill Attainment. Current standard information for all CTE programs is available at <http://www.ade.az.gov/cte/CurriculumFramework/>.

SUFFICIENT SIZE, SCOPE AND QUALITY – Refers to district activities relating to program improvement. A district needs to support Career and Technical educational programs to provide services and activities that are of sufficient size, scope and quality to be effective.

TECH PREP – An educational program of study that combines at least two (2) years of a secondary Approved CTE Program, two years of postsecondary career education and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium.

UNDUPLICATED COUNT/ENROLLMENT – A student is counted only once, even if that student is enrolled in and reported as a Concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

UNDUPLICATED PROGRAM REPORTING – A student is counted only once in program enrollment. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports, and federal Placement Reports. It is possible to enter duplicate Concentrator or Placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program; or
- Reporting the student based upon a declared career goal; or
- Reporting a student based upon the most credits achieved in a CTE program; or
- Reporting a student based upon their latest CTE program credits achieved.